

Canada. A division of the U.S. Department of Education, the National Diffusion Network supports exemplary programs which have demonstrated effectiveness with students. The major focus is to disseminate these proven practices to other interested school districts.

The Great Falls Precision Teaching Project has been a training program in the NDN for the past seven years and has provided training in 32 states, the District of Columbia, and two provinces of Canada. Chart 1 shows the number of states, buildings, educators trained and the number of students affected by year since 1975. The yearly statements are cumulative and as such the 1981 count shows 5,590 educators trained since September of 1975.

The training is inservice in nature and involves three days of initial training and two to three days of follow-up technical assistance to adopting districts. Teachers trained in Precision Teaching have access to the Materials Bank which houses over 10,000 individual practice sheets in thirteen curriculum areas.

Information concerning training opportunities may be obtained by contacting Ray Beck, Director or Peggy Albrecht, Coordinator. The address is:

Precision Teaching Project  
3300 Third St. NE  
Great Falls, MT 59404  
Phone: (406) 791-2270

### Teacher Training Revisited

Bill Wolking

This is a brief article reporting on Teacher Training Revisited, one of the sessions on Trainer's Day at the Second Annual Winter Precision Teaching Conference, Orlando, Florida, March 1982.

This was the second annual edition of a session devoted to issues in training Precision Teachers. It was the first afternoon session on Trainer's Day. The objectives were: (1) to find out if anyone got any good ideas from last year's session on teacher training; (2) to provide a forum for discussion of problems and changes we might try; and (3) to gather some data on the main training issues so we could pass them along to readers of the **Journal of Precision Teaching**.

A lively crowd showed up after lunch. There were more than 50 people there, including University and College preservice and grad school trainers, shortcourse and workshop trainers, project-based trainers, agency personnel and an unlikely assortment of distinguished others. Five people were asked on the spot to

give a five minute summary of their favorite training procedures and their consistently frustrating training problems. Peggy Albrecht, Great Falls Precision Teaching Project, Marie Blackburn, Minneapolis Public Schools (Sims Project), Marie Eaton, Western Washington University, John Eshleman, West Virginia University, and Eric Haughton, Loyalist College each gave some of their best ideas. Discussion followed.

The remainder of this report is a summary of brief written responses that the speakers listed above and 16 others attending the session contributed in response to a form that was distributed. The form requested information on the person's typical training roles and responsibilities and a list of 3 or 4 issues or problems in training that need our urgent attention. They are listed below without comment. The purpose is to share the ideas on problems in training expressed at the Second Annual Winter Conference, and to encourage you to share training procedures which you have found to be effective with respect to these problems.

The largest number of problems were about providing stable and continuing support systems for Precision Teachers. Follow-up training, administrative support, curricular materials support, and data-sharing networks were all seen as areas needing attention. Another area of concern had to do with performance standards for the skills included in preparing precision teachers. What fluency criteria are supportable, and are there other standards in addition to fluency and accuracy that should be considered? On a related topic, some expressed concern about developing a more or less standard curriculum, and asked for suggestions as to what it should include. A third theme of concerns was expressed about developing simulated teaching experiences in order to condense the number of teaching decisions made into a short period of time under well controlled conditions. Closely related to the issue of simulated teaching experiences is a widely recognized set of problems in bringing teachers' decisions under stimulus control by learning pictures, celerations and decision rules. In short, how to help them become analytic functionalists and to give up their old structuralists movements.

The last area with some related problems dealt with issues of teacher-learner relationships. How to get the teacher to turn over more of the PT responsibilities to students, how to get teachers to challenge their students with bigger curriculum steps, higher aims and an emphasis on learning instead of accuracy. And to get teachers to try Precision Teaching with skills beyond the basic academic skills. Other issues

included finding better ways to teach charting, training teachers as change agents and developing ways to confirm the general usefulness of the training procedures we use.

## ADMINISTRATIVELY SPEAKING

Skip Berquam and Ann Starlin

Welcome to a new column in **JPT**. One of the results of the Second Annual Precision Teaching Conference held in Orlando in March was a re-structuring of this journal. As **JPT** is a growing and improving publication, considerable discussion took place regarding specific improvements that could be made. In the coming issues you will see and read the results of much of that discussion.

This section is being written especially for administrators and managers. It is not intended to be specific to school administrators. Our purpose is to address a wide range of administrative applications for precision data. We will be seeking input from administrators and managers who operate in a variety of settings.

Our goal in editing this column (notice the verb "edit"; it is our hope to be swamped with material submitted on this topic), is to present data concerning program development, implementation, and evaluation, all from the perspective of administrative decision-making. We also hope to include information regarding publications of interest to administrators, and vacancy notices for the precision administrator, when available. Correspondence can be sent to either of us:

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A number of Precision Teachers have found useful information in the book **Human Competence: Engineering worthy performance**, written by Thomas Gilbert, and published by McGraw-Hill. This book presents a model for doing performance evaluations in a wide range of settings. A chapter on education presents some unique concepts that are compatible with a Precision Teaching approach. However, some of the specific suggestions concerning education are considerably behind where we currently are in Precision Teaching. Perhaps in a future column we will have a short (precise) abstract of this book.

Another feature that will be included in this column is a question and answer section. We will start this month with the following question: How can charted data be used to help structure the administrator's day? Those of you who have

found ways to make your work more efficient, please send in your ideas, preferably with charts.

In closing, we would like to present a quote from Education Secretary Terrel Bell. In summarizing research on effective teaching to a national elementary principals' group, Bell mentioned that one of the primary factors related to school achievement is a system for monitoring and assessing past performance. Bell stated, "When performance is measured, performance improves. When results are fed back, performance accelerates." Interesting vocabulary! Many charts say the same thing.

Take care and take data,

Skip Berquam & Ann Starlin

## HIGHER EDUCATION

H. S. Pennypacker

Since 1969 when Jim Johnson and I first devised a college-level instructional technology around direct, nearly continuous behavioral measurement displayed on the Standard Chart, a growing portion of the professoriat has found that variations of this practice make teaching at the college level far more fun and productive. Moreover, many have noticed that courses taught in this fashion make excellent laboratories for the study of human learning, largely because real-world contingencies are in place and available for analysis. Students do, in fact, learn nonsense syllables more rapidly if grades and graduation are at stake than if the only reward is to stymie a graduate student's thesis project.

Over the past several years, I have observed a decline in published reports of innovations and their outcomes in this style of college teaching. At the same time, I have experienced a decided increase in informal communication about these matters. Individuals like Steve Graf, Julie Vargas, Charles Merbitz, Claudia McDade, Charles Olander, Bob Spangler, Bob Bower, and Og Lindsley, to name just a few, call or write to me at least twice a year to discuss a new tactic or discovery. These contacts are over and above the lengthy conversations that occur at every conference we jointly attend.

My aim in this column will be to share as many of these new procedures and their outcomes as possible. To accomplish this, I will need the help of everyone who is already using, or even thinking about using, the Chart as part of college-level curriculum. Please call (904) 373-3444 and follow the recorded instructions. I will return your call and add your contribution